



ST. MATTHEWS K-8 SCHOOL

135 Saints Avenue
St. Matthews, SC 29135

Grades	PK-8 Elementary School	
Enrollment	686 Students	
Principal	Mr. Barry Charley	803-655-2750
Superintendent	Dr. Steve Wilson	803-655-7310
Board Chair	Mrs. Joyce Parrish	803-655-5365

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	Average
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

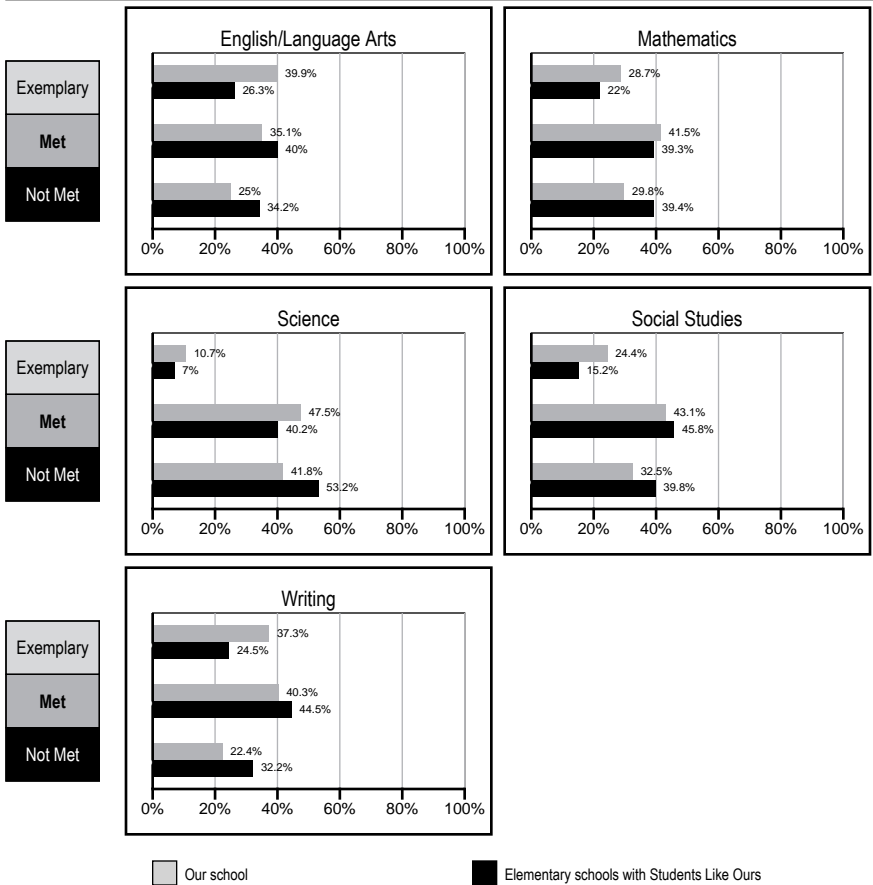
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	7	86	51	23

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=686)				
First graders who attended full-day kindergarten	88.9%	Down from 91.8%	100.0%	100.0%
Retention rate	2.2%	Up from 0.0%	1.5%	1.1%
Attendance rate	96.6%	Up from 96.1%	96.2%	96.2%
Served by gifted and talented program	10.1%	Up from 7.0%	5.3%	13.4%
With disabilities other than speech	5.5%	Down from 8.6%	4.2%	4.1%
Older than usual for grade	1.6%	Down from 3.4%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	Down from 6.2%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	61.2%	Up from 60.4%	61.9%	62.5%
Continuing contract teachers	93.9%	Up from 93.8%	82.4%	88.2%
Teachers returning from previous year	N/A	N/A	84.7%	87.8%
Teacher attendance rate	96.3%	Up from 95.5%	95.2%	95.2%
Average teacher salary*	\$48,180	Down 0.0%	\$45,188	\$46,773
Professional development days/teacher	9.0 days	Up from 6.8 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	3.8	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 16.0 to 1	17.6 to 1	19.9 to 1
Prime instructional time	92.1%	Up from 90.3%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.9%	Up from 67.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,933	N/A	\$8,426	\$7,447
Percent of expenditures for instruction**	70.8%	N/A	67.8%	68.4%
Percent of expenditures for teacher salaries**	69.5%	N/A	64.5%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Report of Principal and School Improvement Council

The mission of St. Matthews K-8 School, united with parents and community, is to provide a conducive learning environment that challenges all students to reach their potential for success in a rapidly changing global society. St. Matthews K-8 offers a diverse instructional program designed to prepare students to become viable, responsible and intelligent citizens. The instructional staff provides "hands-on", technology-based instruction that is meaningful, relevant, and prompts critical thinking skills. Staff development sessions and academic workshops in the content areas focusing on standardized testing were conducted. Tutorial sessions and after school tutoring were offered to all students. Reading initiatives were introduced, and writing across the curriculum was embraced. During school-wide and grade-level presentations, students were presented with academic and behavioral data, as well as noted accomplishments, to keep them aware of the overall performance of our school and the areas of concern.

We had many accomplishments to be proud of; Writing Essay Winners; Science Winners; Math Fest Winners, Consortium of the Arts members; Educational Talent Search through Claflin University; FFVP Grant; Duke Scholars and R.I.D.D.E Winners.

Our students were provided an array of academic, club, and athletic opportunities beyond the traditional classroom such as: Accelerated Math; Accelerated Reading; Student Council; National Junior Beta Club; Science Fair; Character Education Program; After-School Enrichment; Black History Month Celebration; Veteran's Day Recognition; Field trips; Job shadowing; Special Olympics; Gentleman's Club; Mentoring Program; Just Say No Club; Recycling Club; Yearbook; Montessori Arts and Crafts Club; Math Madness; DARE; Wee Deliver Mail System; Book Club; Read Across America; and Middle School athletics of cheerleading, football, and basketball.

Every teacher was afforded a lap top, smart board, projector, and document camera. The teachers utilized various instructional technologies to enhance student learning such as: Think Link, Study Island, USA Test Prep, Waterford, Achieve 3000, Education City, Brain Pop, Math, Renaissance Learning, and Quiz Hub. The faculty and staff undertook the transition well from SASI to Power Teacher and Power School.

Here at St. Matthews K-8 School, we were fortunate to have active community involvement and outreach programs such as: School Volunteer Program, March of Dimes; Relay for Life; canned food drive; Adopt a family; Community Thanksgiving Dinner; St. Jude Research Hospital Fund Drive; Family partnership; Teacher Cadets from Calhoun County High School; and finally but not least of all, our community involvement and support from our School Improvement Council and PTSA were excellent.

In closing, we would like to extend a special thanks to our district, school volunteers, faculty and staff, community, and students for their continued effort and support. St. Matthews K-8 could not have been successful without our stakeholders.

Barry Charley, Principal

Eloise Guinyard, School Improvement Council, Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	410	99	28.2	39.2	32.6	82.7	84.2	82.4	Yes	Yes
Gender										
Male	200	98.5	33	38.2	28.8	79.1	80.3	78.7	N/A	N/A
Female	210	99.5	23.8	40.1	36.1	86.1	87.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	39	94.9	17.6	38.2	44.1	91.2	90.7	88.9	I/S	I/S
African American	353	99.4	29.9	39.2	30.8	81.1	80.7	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	17	100	14.3	35.7	50	100	96.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	61	98.4	69.5	20.3	10.2	37.3	51	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	18.2	45.5	36.4	100	95	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	386	99	28.6	39.5	31.9	82.4	82.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	410	99	29.8	45.3	24.9	81.2	82.6	81.9	Yes	Yes
Gender										
Male	200	98.5	38.7	35.6	25.7	73.3	76.9	79.9	N/A	N/A
Female	210	99.5	21.3	54.5	24.3	88.6	87.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	39	94.9	26.5	44.1	29.4	88.2	90.2	88.9	I/S	I/S
African American	353	99.4	30.8	45.6	23.5	79.9	78.7	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	17	100	14.3	42.9	42.9	92.9	92.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	61	98.4	76.3	18.6	5.1	33.9	48	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	18.2	45.5	36.4	90.9	95	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	386	99	30.5	44.3	25.1	80.5	81.1	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	264	99.6	38.1	49.6	12.3	61.9	64.7	68.6
Gender								
Male	129	100	36.6	49.6	13.8	63.4	65.4	68.3
Female	135	99.3	39.5	49.6	10.9	60.5	64.1	68.9
Racial/Ethnic Group								
White	23	100	25	70	5	75	78.7	80.7
African American	232	99.6	39.6	47.6	12.9	60.4	58.1	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	78.6	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	43	100	81	11.9	7.1	19	32.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	75	60.7
Socio-Economic Status								
Subsidized meals	248	99.6	39.7	49.4	11	60.3	61.8	57.3

Social Studies

All Students	266	99.3	31.5	49.2	19.3	68.5	67.7	72.5
Gender								
Male	127	100	35.8	43.1	21.1	64.2	65.8	72
Female	139	98.6	27.5	55	17.6	72.5	69.4	73.1
Racial/Ethnic Group								
White	24	100	28.6	42.9	28.6	71.4	72.5	81
African American	230	99.1	32.7	49.3	17.9	67.3	64.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	11	100	I/S	I/S	I/S	I/S	83.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	37	100	69.4	27.8	2.8	30.6	44.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	85.7	69.7
Socio-Economic Status								
Subsidized meals	249	99.2	31.1	50.4	18.5	68.9	67.7	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	147	98	29.1	47.5	23.4	70.9	70.8	73.2	96.6	96.1
Gender										
Male	78	98.7	42.7	41.3	16	57.3	59.2	67.2	96.3	95.9
Female	69	97.1	13.6	54.5	31.8	86.4	83.3	79.4	97	96.2
Racial/Ethnic Group										
White	14	100	30.8	46.2	23.1	69.2	73.8	81.5	94	94.8
African American	126	97.6	29.5	47.5	23	70.5	68.8	61.3	96.9	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	94.5	95.2
Hispanic	6	I/S	I/S	I/S	I/S	I/S	81.8	66.7	97.7	97.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	91.4	92.1
Disability Status										
Disabled	13	76.9	I/S	I/S	I/S	I/S	9.5	26	96	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	96.7	96.7
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	65.7	97.7	97.4
Socio-Economic Status										
Subsidized meals	141	97.9	29.6	47.4	23	70.4	69.2	63.2	96.6	96.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	67	97	24.6	31.1	44.3	75.4
	4	68	98.5	25.4	52.2	22.4	74.6
	5	61	98.4	24.1	48.3	27.6	75.9
	6	54	94.4	23.5	52.9	23.5	76.5
	7	79	100	46.6	37	16.4	53.4
	8	80	100	37.2	41	21.8	62.8
2011	3	66	100	16.9	20	63.1	83.1
	4	60	100	36.8	33.3	29.8	63.2
	5	72	97.2	21.7	50.7	27.5	78.3
	6	73	100	35.2	35.2	29.6	64.8
	7	62	98.4	30.4	37.5	32.1	69.6
	8	77	98.7	29.3	54.7	16	70.7
Mathematics							
2010	3	67	97	26.2	41	32.8	73.8
	4	68	98.5	22.4	61.2	16.4	77.6
	5	61	98.4	19	58.6	22.4	81
	6	54	94.4	29.4	47.1	23.5	70.6
	7	79	100	35.6	53.4	11	64.4
	8	80	100	26.9	56.4	16.7	73.1
2011	3	66	100	27.7	26.2	46.2	72.3
	4	60	100	35.1	40.4	24.6	64.9
	5	72	97.2	26.1	56.5	17.4	73.9
	6	73	100	31	53.5	15.5	69
	7	62	98.4	44.6	32.1	23.2	55.4
	8	77	98.7	18.7	57.3	24	81.3
Science							
2010	3	32	100	56.7	23.3	20	43.3
	4	67	100	29.9	64.2	6	70.1
	5	29	96.6	29.6	63	7.4	70.4
	6	28	96.4	7.1	75	17.9	92.9
	7	79	100	42.5	49.3	8.2	57.5
	8	41	97.6	39.5	47.4	13.2	60.5
2011	3	33	100	42.4	36.4	21.2	57.6
	4	60	100	36.8	56.1	7	63.2
	5	35	100	47.1	41.2	11.8	52.9
	6	36	100	37.1	54.3	8.6	62.9
	7	62	98.4	28.6	53.6	17.9	71.4
	8	38	100	43.2	48.6	8.1	56.8

Abbreviations for Missing Data

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N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	33	100	19.4	54.8	25.8	80.6
	4	67	100	29.9	64.2	6	70.1
	5	31	100	53.3	33.3	13.3	46.7
	6	24	100	16.7	58.3	25	83.3
	7	79	100	54.8	38.4	6.8	45.2
	8	39	100	35.9	41	23.1	64.1
2011	3	34	100	18.2	36.4	45.5	81.8
	4	60	100	38.6	43.9	17.5	61.4
	5	35	100	34.3	48.6	17.1	65.7
	6	37	97.3	31.4	57.1	11.4	68.6
	7	62	98.4	35.7	50	14.3	64.3
	8	38	100	23.7	60.5	15.8	76.3
Writing							
2010	3	65	100	13.1	39.3	47.5	86.9
	4	67	97	24.6	46.2	29.2	75.4
	5	61	96.7	24.1	37.9	37.9	75.9
	6	53	94.3	16	40	44	84
	7	77	98.7	29.2	48.6	22.2	70.8
	8	79	97.5	23.7	56.6	19.7	76.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	71	97.2	22.4	40.3	37.3	77.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	76	98.7	35.1	54.1	10.8	64.9

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